

# **SEN Information Report – Pocklington Junior School**

## **1. The kinds of special educational needs for which provision is made at the school.**

Pocklington Community Junior School is a mainstream junior school which is part of a Multi-Academy Trust, alongside Woldgate School and Stamford Bridge School. In line with our inclusive ethos, we cater for pupils with Special Educational Needs and Disabilities (SEND). We provide quality, enjoyable learning experiences that enable everyone to reach their potential within a stimulating, safe and happy environment.

## **2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.**

The school's current SEND policy is available on the website. The current policy and arrangements for supporting pupils with SEND have been revised ensure they are fully in line with the 2014 Children and Families Act and the Special Educational Needs and Disability Code of Practice 0-25 years.

All children within our school receive a broad, balanced curriculum which is designed to ensure they make progress, at whichever level they may be working. Our enquiry based approach aims to engage children at all levels.

Termly pupil progress meeting are held to identify any children that are making less than expected progress. Children identified with SEND are those that need additional, individualised and specific support to ensure that they are also making progress educationally and in their area of need.

Concerns about a pupil requiring special educational needs support may be raised by a member of staff, a parent/carer or by the pupil themselves. Following any concerns raised, they will be explored by the class teacher or SENCO, the pupil's needs assessed and appropriate action taken.

Depending on the specific need of the child, other agencies may be involved at this time to assess and advise recommended targets for the child to work on (see list of agencies below).

## **3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including:**

### **(a) how the school evaluates the effectiveness of its provision for such pupils;**

There are a number of ways that the school evaluates the effectiveness of its provision for SEND pupils:

- Comparing baseline assessment with final assessments for individual pupils.
- Measuring improvements in skills being developed – Is the child transferring skills to their independent work?
- Tracking the progress made by pupils from their starting points
- Monitoring of interventions and their impact on progress
- Discussing progress with pupils and parents/carers
- Pupil progress meetings with teaching staff and teaching assistants
- Comparisons against national and local attainment data of pupils with SEND.

All provision that is additional intervention is recorded on the intervention map. This document records and tracks the additional support that all children with SEND are receiving. This document is constantly updated and the impact of interventions is measured. This results in interventions being effective and targeting the correct children.

Governors receive regular reports concerning the progress of all pupils, including those with SEND. The SENCO and SEN governor regularly meet to discuss the provision for SEND pupils.

**(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;**

- The progress data of all children (including those with SEND) in our school is closely tracked and shared with parents regularly. All children will be set targets and these are monitored to ensure that progress is being made throughout the academic year.
- Pupils with SEND may have further assessments to identify specific needs and the results of these will also be tracked.
- Pupils with SEND will also be set individualised targets so their progress in areas of particular need can be checked regularly by class teachers and other staff.
- All targets and strategies to support the pupil are recorded on an individual plan. At the end of an agreed timescale, a pupil's progress is measured against their specific target. New targets will then be set on the basis of the review.
- Class teachers meet with the parents of children with SEN to discuss the interventions being delivered and their child's progress. Parents are also encouraged to reinforce the work being done in school at home.
- All parents receive an end of year report to summarise the progress of their child over the academic year.
- External agencies that are involved with SEND children will monitor and review the targets that they have set.

The school welcomes parent/carer involvement and is happy to discuss individual pupils. Class teachers are also keen to work alongside parents and suggest ways to support their child.

Any pupil with a Statement of SEN or an Education, Health and Care Plan has a formal Annual Review Meeting in which progress is discussed and targets set for the new academic year. Parents and all professionals that have been involved with the pupil are invited to attend and contribute, along with the family and the pupil themselves.

**(c) the school's approach to teaching pupils with special educational needs;**

At Pocklington Community Junior School, we believe it is essential for all staff, pupils and parents to be actively involved in the provision for SEN.

We are a fully inclusive school and aim to ensure that all pupils achieve their full potential.

Class teachers are responsible for ensuring work is appropriately differentiated to meet the needs of each pupil. They are also responsible for ensuring that recommendations and strategies suggested by the SEN consultant are implemented in the classroom or through other interventions.

Teachers and Teaching Assistants are involved in recording targets, progress towards targets and strategies being implemented on an individual plan. These targets are reviewed constantly and discussed with parents and carers.

The learning and pastoral needs of all the pupils are met by a range of people within the school including teachers and all support staff.

**(d) How the school adapts the curriculum and learning environment for pupils with special educational needs;**

The curriculum and lesson content is adapted to meet the needs of an individual. In the first instance, this is the responsibility of the class teacher. The school makes all reasonable adjustments to allow pupils to access the curriculum.

This may include:

- Differentiating work appropriately
- Lessons planned to suit a range of learning styles

- Providing additional support/time to complete tasks
- Colour overlays
- Enlarged sheets/work
- additional resources to support learning
- support from additional adults within lessons

**(e) Additional support for learning that is available to pupils with special educational needs;**

The school works to provide a graduated response in supporting children with SEND, within its capacity. Provision is allocated according to need and follows an 'Assess, Plan, Do and Review' process.

Pupils in Year 6 are screened to determine whether they require access arrangements for Statutory Assessment Test (Year 6 SATs) to be made. Information is gathered and, where necessary, further assessments are completed to determine whether or not pupils meet the criteria set by the government. Applications are made for those pupils who do satisfy the criteria. Parents/carers of pupils requiring access arrangements are informed by the class teacher or the SENCO in advance of the tests.

**(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;**

Activities are designed to be accessible to all pupils, with support, if necessary. Where appropriate, parents/carers are consulted about the activities or visits and the extra support that will be provided to ensure the child can be included.

When considering the Year 6 residential visit, if necessary an individual plan is written in discussion with parents/carers, the pupil, members of staff leading the visit and any outside agencies which may be able to contribute e.g. health workers/outdoor education team.

During outdoor play times, games are organised by our play co-ordinator

**(g) support that is available for improving the emotional and social development of pupils with special educational needs.**

Support for developing the emotional and social needs of pupils with SEND is offered through:

- Teachers and teaching assistants
- Counselling (external agencies)
- Education Welfare Officer (EWO)
- Access to ELSA (Emotional Literacy Support Assistant) providing 1:1 or small group support in school
- Intervention programmes such as the use of social stories
- Behaviour Support Team and Educational Psychologist Team
- Child and Adolescent Mental Health Service (CAMHS)

In addition:

- Designated staff, in agreement with appropriate care plans, carry out administration of medicines and personal care
- The School has a Child Protection Policy that can be accessed on the school's website.
- Risk assessments are completed for all activities and visits

The following staff support behavioural needs and the attendance of pupils:

- Class teachers
- EWO
- Behaviour Support and Educational Psychologist Team
- ELSA

The school seeks to enable all pupils to contribute to all parts of school life. We actively seek to

engage children in roles and responsibilities eg. monitor jobs, buddies

**4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.**

Mrs Aimee Cave

SENCO

01759 302224

**5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

- SENCO / Assistant Headteacher with SEN training and experience: Mrs Aimee Cave, BA Hons, QTS  
- SEN Advisory Consultant: Miss Isabel Hartley, BA Hons, PGCE, Children with Learning Difficulties, SN1 (Special Needs 1, York St.John), PG Dip – Dyslexia, PG Cert – Autism, PG Cert – Speech and Language

- ELSA: Mrs Karen Gray BSc Hons, HLTA qualification, ELSA qualification

- Educational Psychologist: Gayle Claydon

Referrals may be made to the following outside agencies:

- Educational Psychology

- Speech and Language Therapy Service

- Social Services

- Behaviour Support Team

- Child and Adolescent Mental Health Service (CAMHS)

- Integrated Physical and Sensory Support Service (IPaSS)

- Integrated Sensory Support Service (ISSS)

All staff have completed the East Riding Safeguarding and Child Protection training, and the school aims to ensure that staff continually receive training and updates as appropriate, taking into consideration the advice of local and national professionals, associations, and bodies.

In the September 2013 Ofsted Inspection the school was told:

*'There is good liaison with external agencies to ensure that pupils are provided with appropriate and additional support matched to their specific needs and this is helping to improve the achievement of this group, particularly those at school action plus or with a statement of special educational needs.'*

**6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

The school can be accessed by wheelchair users. There is a toilet for those with disabilities. The school has a disabled parking bay.

Specialist equipment for pupils with visual impairments can be accessed through the Integrated Sensory Support Service (ISSS) and resources can be modified to meet pupils' needs.

Specialist equipment for pupils with physical impairments can be accessed through the Integrated Physical and Sensory Support Service (IPaSS) and Occupational Therapy.

Pupils also have access to laptops and ICT equipment.

**7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.**

At Pocklington Community Junior School we believe that the partnership between schools and parents/carers is vital to a successful education experience for a child. We very much welcome parent/carer involvement in support of pupils. Class teachers are the first point of contact for parents/carers and appointments with other staff members and the Headteacher can be made as required via the school office. As well as operating an 'open door' policy and welcoming all dialogue with parents, we hold timetabled meetings for the parents/carers of children with SEND. At these meetings targets and progress are discussed in depth.

Parents and carers are also invited to:

- Curriculum open evenings

- Specific subject information evenings
- Parent workshops
- Coffee mornings
- Support Friends of the School events
- Volunteer their time to support children in school
- Open Days

**8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.**

All children in our school (including those with SEND) are aware of their academic targets and the particular steps that they need to take to make progress.

When children are receiving additional support, their specific targets are shared and discussed both with the class teacher and with any other additional adults that are providing the support.

Pupils with a Statement or Education, Health and Care Plan are invited to contribute to meetings, as appropriate.

When children are referred to outside agencies, they are also invited to contribute their opinions on their difficulties and support needed.

**9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

The class teacher is the first point of contact if a parent /carer is worried or concerned about their child. Appropriate discussion and action will then be undertaken by relevant staff. Parents who wish to make a complaint are strongly encouraged to speak initially to the Head Teacher. If the issue cannot be resolved, then information concerning the school's complaint procedure can be found through contacting the school office.

**10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.**

The school employs an SEN Consultant who works closely with the SENCO, teachers and Teaching Assistants to assess pupils and make recommendations for individual targets and strategies to use with pupils. The school also employs a full time ELSA (Emotional Literacy Support Assistant) to support children with their emotional development, either in small groups or using individualised programs. She acts as a valuable link between outside agencies, school, parents and pupils.

Other organisations which support pupils and the school are listed in Section 5.

**11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

More information and further contact details can be found as part of the Local Authority Local Offer. Link available on the school website.

Contact details:

- Educational Psychology 01482 392254
- Occupational Therapy 01482 303485
- Speech and Language Services 01759 302500
- Physical and Sensory Services 01482 854855
- Children's Social Care Team 01482 395470
- Childhood and Adult Mental Health Services 01377 208280
- Pupil Support Adviser 07939 594 674
- Youth and Family Support 01482 392 361
- Early Help and Advice Team 01482 393339

**12. The school's arrangements for supporting pupils with special educational needs in transferring**

**between phases of education or in preparing for adulthood and independent living.**

The school works closely with its feeder schools and receiving secondary schools, attending meetings and making appropriate arrangements in consultation with parents/carers and outside agencies to ensure smooth transitions. All children have taster visits to their new setting to ensure they are familiar with their new school. Additional visits are put in place for children with specific needs to ensure both the child and parent/carer feel comfortable and well prepared.

For all transition (within school and to other schools) teachers and SENCOs meet and discuss children on an individual basis.

Prospective pupils and parents can access a wealth of information on the school website. If pupils with SEND join the school midterm, the SENCO will arrange liaison with the feeder school to ensure appropriate support is put in place.

**13. Information on where the local authority's local offer is published.**

Further help and support for families can be found via the Local Offer from East Riding Council, which can be found at:

<http://www.eastridinglocaloffer.org.uk/>

There is also a link provided on the school website.